

Meeting the Needs of Utah's Secondary Students in Career and Technical Education

Report to the Legislative Education Interim Committee
and the Honorable Gary R. Herbert, Governor



**Utah State Board of Education
2008-2009 School Year**

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Meeting the Needs of Secondary Career and Technical Education Students

Introduction

For nearly a century, career and technical education (CTE) has been an essential part of Utah public education. Changes have occurred in career and technical education through the years; today's career and technical education opens a world of career opportunities to Utah high school students. Career and technical education can lead directly to high skill jobs with great pay and career potential, or to opportunities for further training and education. The paths to these careers start in high school and continue through continuing education alternatives.

The Utah State Board of Education is charged by statute to provide leadership for career and technical education programs delivered by school districts in grades 7-12. Utah school districts have nationally recognized career development, comprehensive guidance, competency skill certification, occupational preparation, and internship programs that serve secondary students. In Utah's high schools, students are required to earn at least one full credit in a career and technical education course to qualify for graduation. Many students enroll in more career and technical education courses and leave high school well prepared for work or continuing education. Career and technical education gives students choices for their future. Annually more than 198,000 students in grades 7-12 participate in career and technical education courses.

Career and technical education opportunities are also provided through cooperative offerings with Utah colleges and universities, including the Utah College of Applied Technology (UCAT). Career and technical education courses make up 42% of the concurrent credit hours awarded by Utah's higher education institutions. Annually over 70,000 credit hours are earned by high school students in career and technical education concurrent enrollment courses. Secondary students also participate in career and technical education through UCAT, where last year 11,402 students participated in excellent training opportunities.

Utah Code 53A-15-202 provides that the Utah State Board of Education: *(5) shall, after consulting with school districts, charter schools, the Utah College of Applied Technology, Salt Lake Community College's School of Applied Technology, Snow College, and the College of Eastern Utah, prepare and submit an annual report to the governor and to the Legislature's Education Interim Committee by October 31 of each year detailing: (a) how career and technical education needs of secondary students are being met; and (b) what access secondary students have to programs offered: (i) at applied technology colleges; and (ii) within the regions served by Salt Lake Community College's School of Applied Technology, Snow College, and the College of Eastern Utah.* This report has been prepared for the State Board in fulfillment of this statute.

Sources of Data

Data in this report were collected and compiled by the Utah State Office of Education, the Utah College of Applied Technology (UCAT), and the Utah System of Higher Education. Additionally, school districts and regional partnerships participated by responding to surveys which were collected and summarized by the Utah State Office of Education.

School District CTE Programs

The Utah State Board of Education provides leadership for career and technical education in the state's public secondary schools, with school districts providing 92 percent of the instruction. Students in local school districts enroll in many excellent programs. School districts exercise forward-looking leadership in maintaining and expanding career and technical education opportunities for their students. Through creative partnerships with higher education, school districts assure efficient and effective career and technical education delivery.

Utah school districts have well-developed, successful career and technical education programs that meet many career awareness, career exploration, and career preparation needs for public school students. Below are key data for career and technical education effort in the 2008-09 school year:

- School districts delivered 92 percent of all career and technical education membership hours in grades 9-12.
- Enrollment in school district career and technical education courses decreased 0.03 percent (411 students) in 2009 to 143,273 students, from 143,684 students in 2008.
- School district career and technical education Average Daily Membership (ADM) increased 0.40 percent (101 ADM) in 2009 22,945 from 22,844 in 2008.
- Districts report increased graduation requirements, student participation in remedial courses for UBSCT preparation, discontinuation of American Sign Language as a CTE course, and budget cuts as factors in enrollment declines.

Major accomplishments in career and technical education during the 2008-09 school year include:

- Over 200,000 skill certification exams administered of which 99% were administered on-line.
- *Parent and Teen Guide to High School to College and Career Pathways* developed, with 100,000 copies distributed.
- Over 220 articulation agreements developed between high school and post-secondary career and technical education programs in the *High School to College and Career Pathway* initiative.
- Over 3,000 teachers and counselors participated in staff development activities, including industry tours.
- One half of curriculum standards updated to align with business, industry, and higher education.
- Partnerships with school districts, higher education, the Department of Economic Development, the Department of Workforce Services and the Governor's Office included a career and technical education summit, industry sector initiatives, and student career days in construction, auto, manufacturing, and health care.
- Launch of new web based Career Information Delivery System called *UtahFutures*.
- Development and distribution of non-traditional careers DVD and student information.
- Expansion of new programs such as engineering, bio-technology, information technology, and Pro-Start.

Table 1: School District Change in Student Headcount and ADM

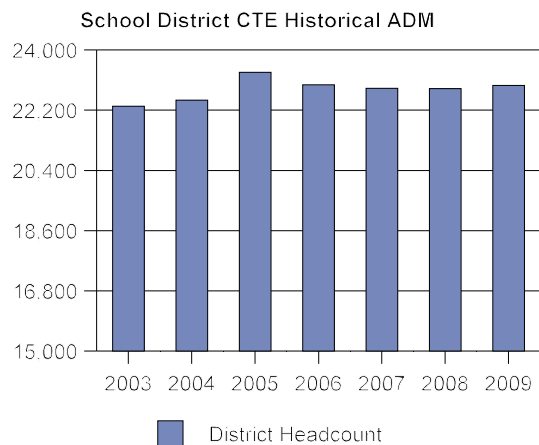
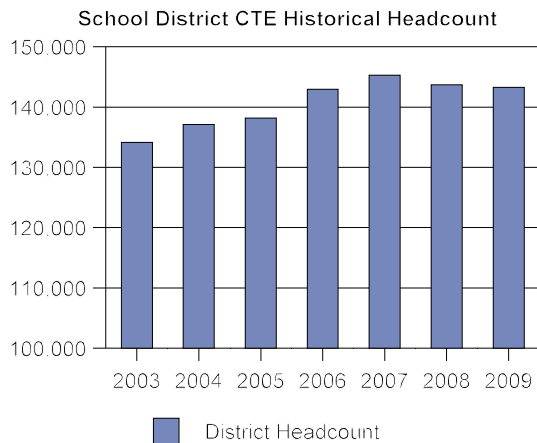
School District Career and Technical Education	2008	2009	Difference 2007 to 2008
Student Headcount	143,684	143,273	(411 students) or -0.03%
Average Daily Membership (ADM)	22,844	22,945	101 ADM or +0.40%

Note: Secondary student headcount is unduplicated by school. Prepared by USOE, CTE Division, 09/09.

Table 2: Historical School District CTE Student Headcount and ADM

School District Career and Technical Education	2003	2004	2005	2006	2007	2008	2009
Student Headcount	134,160	137,122	138,169	142,954	145,278	143,684	143,273
Average Daily Membership (ADM)	22,322	22,503	23,331	22,960	22,856	22,844	22,945

Prepared by USOE, CTE Division, 09/09.



UCAT Secondary Programs

UCAT is delivering value-added services in many areas of the state. School district respondents indicate secondary students continue to receive about the same level of service from UCAT training programs as they have had in the past.

- In 2008-09, UCAT provided 8 percent of high school career and technical education program opportunities (as measured in membership) in grades 9-12.
- UCAT secondary student headcount decreased 3.04 percent (-358 students) in 2009 to 11,402 students from 11,760 students in 2008.
- Membership hours for secondary students in UCAT increased 1.22 percent (23,292 hours) in 2009 1,927,467 from 1,904,175 in 2008.
- UCAT campuses report decreased headcount may be a result of increased graduation requirements and budget cuts. Increased membership hours indicate students are staying longer.

District respondents to a Utah State Office of Education survey reported mostly positive attitudes toward UCAT services.

- Most respondents reported fair to excellent collaboration, planning, and relationships with regional UCAT campuses.
- Most responding districts reported availability of UCAT services to their students.
- The majority of districts responded that UCAT services supplement or add value to district programs with three districts reporting UCAT programs interfere, duplicate, or detract with district CTE programs.
- Districts responded that articulation with UCAT needs to be strengthened in the High School to College and Career Pathway initiative.
- Districts reported improvement was needed in student participation in state skills tests, completion data, attendance data, quality of instruction via packets, and curriculum alignment.

Table 3: UCAT Change in Secondary Student Headcount and Membership

Year	UCAT Secondary Student Headcount	UCAT Secondary Membership Hours
2009	11,402	1,927,467
2008	11,801	1,919,570
2007	11,663	1,948,583
2006	11,361	1,898,077
2005	11,169	1,812,298
2004	11,465	1,829,212

Source: UCAT Data 2004-2009

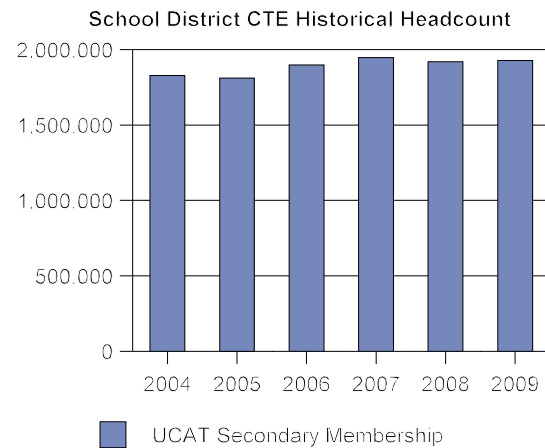
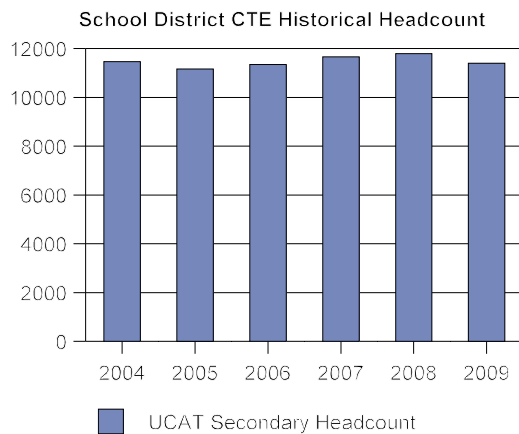
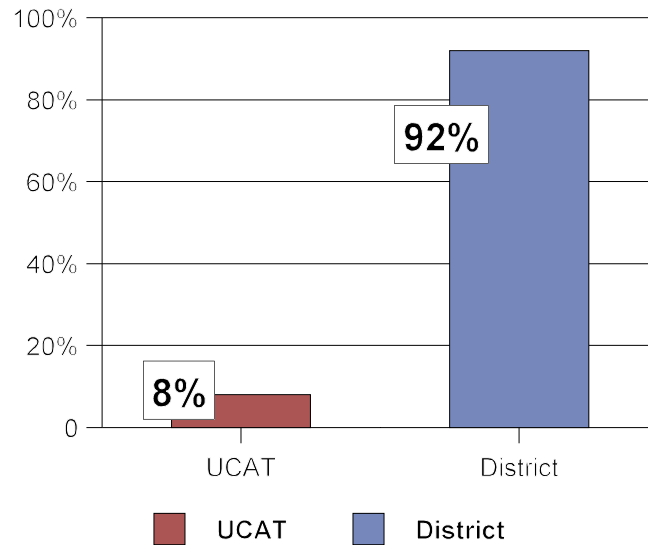


Table 4: Percentage of Total CTE Average Daily Membership (ADM) Grades 9-12 Provided by School Districts and UCAT 2008-09

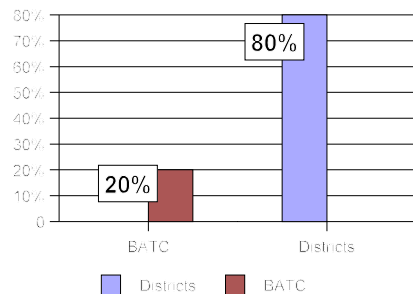


ATC membership includes both the courses provided at college campuses and ATC courses provided at the high schools. Central and Southeast Region membership is for students attending Snow College and CEU reported by Snow College and CEU. Average daily membership (ADM) is full-time equivalent based on 990 hours. Prepared by USOE, CTE Division, 09/09

Region	School District Percent of Total Secondary CTE Membership 2008-09		UCAT Percent of Total Secondary CTE Membership 2008-09	
Bear River Region (BATC)	1,270	80%	311	20%
Central Region (Snow)	918	89%	108	11%
Davis Morgan Region (DATC)	2,801	91%	277	9%
Dixie Region (DXATC)	985	92%	89	8%
Mountainland Region (MATC)	5,029	91%	482	9%
Ogden-Weber Region (OWATC)	2,209	87%	333	13%
Southeast Region (CEU)	570	92%	47	8%
Southwest Region (SWATC)	511	80%	129	20%
Wasatch Front South (SLTATC)	8,258	99.7%	43	0.03%
Utah Basin Region (UBATC)	374	57%	282	43%
State Total	22,945	92%	2,059	8%

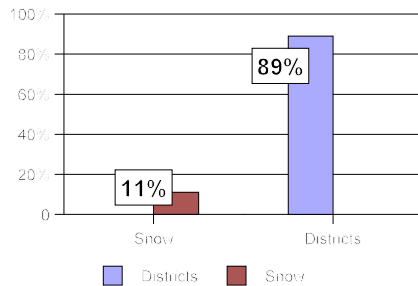
Percent of Total CTE Membership 2008-2009

Bridgerland Region



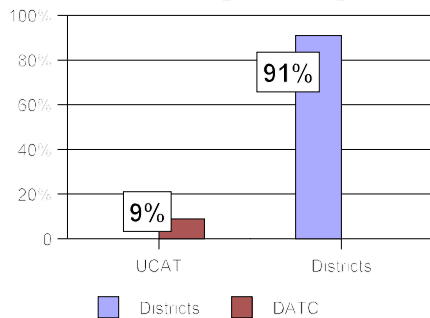
	Membership	Percent
Bridgerland ATC	311	20%
School Districts	1,270	80%

Central Region



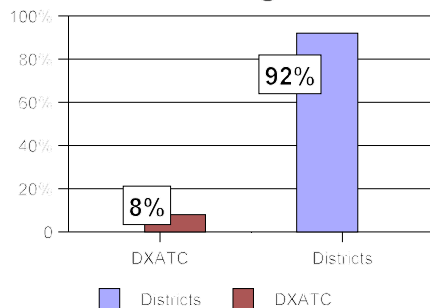
	Membership	Percent
Snow College	108	11%
School Districts	918	89%

Davis Morgan Region



	Membership	Percent
Davis ATC	277	9%
School Districts	2801	91%

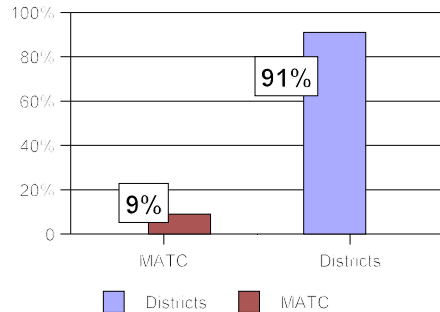
Dixie Region



	Membership	Percent
Dixie ATC	89	8%
School Districts	985	92%

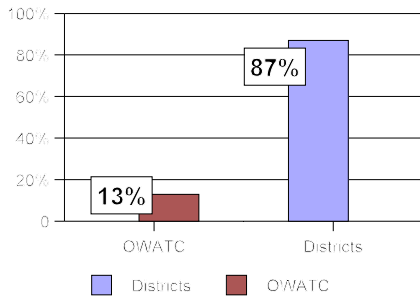
Percent of Total CTE Membership 2008-2009

Mountainland Region



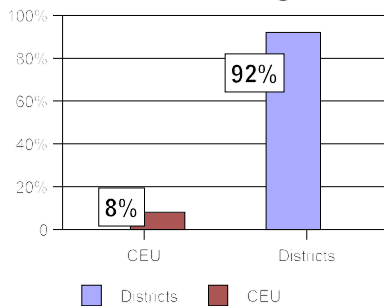
	Membership	Percent
Mountainland ATC	482	9%
School Districts	5,029	91%

Ogden Weber Region



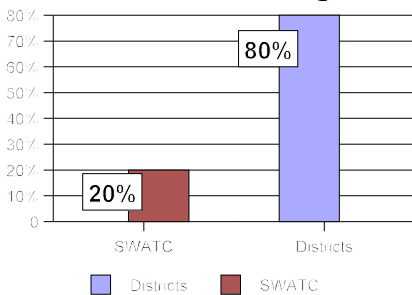
	Membership	Percent
Ogden-Weber ATC	333	13%
School Districts	2,209	87%

Southeast Region



	Membership	Percent
CEU	47	8%
School Districts	570	92%

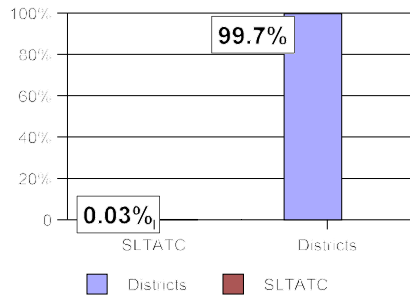
Southwest Region



	Membership	Percent
Southwest ATC	129	20%
School Districts	511	80%

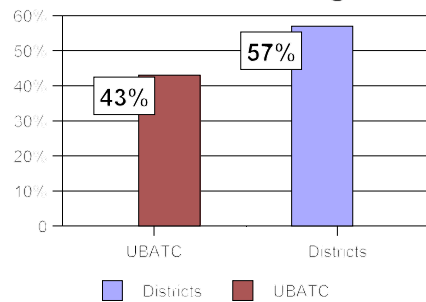
Percent of Total CTE Membership 2008-2009

Wastch Front Region



	Membership	Percent
SLTATC	43	0.03%
School Districts	8,258	97.7%

Uintah Basin Region



	Membership	Percent
Uintah Basin ATC	282	43%
School Districts	374	57%

State Total

UCAT

2,059

8%

School Districts

22,945

92%

Table 5: UCAT Secondary Student Headcount and Membership Change 2009

UCAT Region Campus		2008	2009	Difference	Percent
Bridgerland	Headcount	2,114	1,976	(138)	-6.53%
	Membership	328,019	308,027	(19,992)	-6.09%
Davis	Headcount	1,958	1,703	(255)	-13.02%
	Membership	282,010	274,572	(7,438)	-2.64%
Dixie	Headcount	655	786	131	20.00%
	Membership	97,501	88,137	(9,364)	-9.60%
Mountainland	Headcount	1,867	1,868	(1)	-0.04%
	Membership	468,550	477,456	8,906	1.90%
Ogden-Weber	Headcount	2,252	2,178	(74)	-3.29%
	Membership	304,724	329,900	25,177	8.26%
SLTooele	Headcount	347	333	(14)	-4.03%
	Membership	41,617	42,533	916	2.20%
Southwest	Headcount	1,079	967	(112)	-10.38%
	Membership	123,498	127,689	6,162	5.07%
Uintah Basin	Headcount	1,488	1,591	103	6.92%
	Membership	260,227	279,151	18,924	7.27%
UCAT TOTAL	Headcount	11,760	11,402	(358)	-3.04%
	Membership	1,904,175	1,927,467	23,292	1.22%

Source: UCAT Data 2009

Table 6: UCAT Historical Secondary Student Headcount and Membership

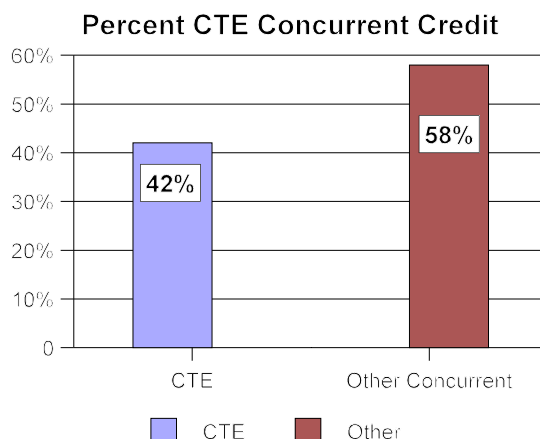
		FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Bridgerland	Headcount	1,874	1,898	1,949	1,950	2,114	1,976
	Membership	288,381	274,445	297,415	306,072	328,019	308,027
Davis	Headcount	2,131	1,945	1,987	1,929	1,958	1,703
	Membership	414,985	311,324	328,768	328,789	282,010	274,572
Dixie	Headcount	384	401	523	591	655	786
	Membership	85,253	107,175	95,024	94,708	97,501	88,137
Mt. Land	Headcount	1,974	1,949	1,889	1,813	1,867	1,868
	Membership	390,225	399,936	413,192	433,843	468,550	477,456
Ogden/Weber	Headcount	2,364	2,168	2,171	2,289	2,252	2,178
	Membership	274,214	305,378	323,162	326,664	304,724	329,900
SL/Tooele	Headcount	527	488	377	266	347	333
	Membership	52,550	50,223	45,997	31,762	41,617	42,533
Southwest	Headcount	995	951	993	1,171	1,079	967
	Membership	107,028	117,548	129,896	146,742	123,498	127,689
Uintah Basin	Headcount	1,216	1,369	1,472	1,654	1,488	1,591
	Membership	216,576	246,270	264,623	247,717	260,227	279,151
TOTALS	Headcount	11,465	11,169	11,361	11,663	11,760	11,402
	Membership	1,829,212	1,812,298	1,898,077	1,948,583	1,904,175	1,927,467

Source: UCAT Data 2009

College and University Partnerships

Utah's colleges and universities are important partners in providing a full range of career and technical education offerings to secondary students through concurrent enrollment and other articulation arrangements which result in credit.

Concurrent enrollment in career and technical education course work is provided to high school students, with credit granted by both high schools and by cooperating credit-granting (non-UCAT) colleges or universities. Career and technical education courses make up 42% of the concurrent credit hours awarded by Utah's higher education institutions. Annually over 70,000 hours are earned by high school students in career and technical education concurrent enrollment courses. Concurrent enrollment opportunities are expanding as High School to College and Career Pathways are developed and open more career and technical education opportunities for secondary students in higher education.



In the 2003 legislative session, HB161 merged the Central Applied Technology College with Snow College. The legislation requires Snow College to continue to serve secondary students at no charge and to work to provide services to the outlying school districts in the region. It changed the UCAT oversight regional board to an advisory board. Snow College can provide credit or non-credit to high school students. Since this legislative change, the school district personnel and Snow College staff have been working very hard to ensure that the same level of service and funding for secondary students is retained. Snow College Richfield continues to provide programs to secondary students in the Central Region and since the merger enrollment has increased.

In the 2007 legislative session the Southeast Applied Technology College (SEATC) was merged with the College of Eastern Utah (CEU). The legislation requires CEU to continue to serve secondary students at no charge and to work to provide services to the outlying school districts in the region. It changed the UCAT oversight regional board to an advisory board. CEU can provide credit or non-credit to high school students. Since this legislative change, the school district personnel and CEU staff have been working very hard to ensure that the same level of service and funding for secondary students is retained. CEU continues to provide programs to secondary students in the Southeast Region. Since the merger, secondary enrollments have decreased slightly. Districts report concern over the potential merger of CEU with USU and the ability to maintain programs.